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ABSTRACT

Based on the ACRL Guidelines for Bibliographic Instruction, this handbook is intended not only to provide guidance in the development of instruction programs, but also to stimulate discussion within the profession. It consists of the guidelines, five model statements and checklists, a glossary, and a pathfinder. The guidelines present generally agreed upon essential elements and objectives for bibliographic instruction programs. The model statements, formulated in the areas of needs assessment, administration, program timetables, objectives, and modes of instruction, are only intended to illustrate and aid in the implementation of the guidelines. Local factors should be allowed to play a controlling role in guideline implementation. Needs assessment includes the academic community--groups and programs: assessment of need for bibliographic instruction: the academic library--existing resources and programs: and reporting and using data. Administrative considerations cover staffing, staff development, budget, facilities, equipment and materials, and organization. Program timetable models are developed through three planning and activity levels to produce a mature program. The objectives model presents a series of general and specific enabling and terminal objectives: modes of instruction are treated using a system of pro and con arguments. (RAA)

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Bibliographic Instruction Handbook

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Policy and Planning Committee
Bibliographic Instruction Section
Association of College and Research Libraries
American Library Association
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INTRODUCTION

In order to function in modern society, the individual needs more information than ever before. Access to recorded information is becoming more complex while the amount and variety of that information increase rapidly. The academic library seeks to provide each member of the academic community with access to the recorded knowledge of mankind insofar as the informational needs relate to the educational, research, and administrative programs of the parent institution. The long range goal of an academic library bibliographic instruction program should be to help individuals develop the intellectual and manipulative skills needed for the retrieval, assimilation and critical analysis of this needed information. Instruction in the methodology of library research should encompass the technological advances in information retrieval as well as the more traditional approaches.

To facilitate the use of library resources, the student should first learn how to find materials in a specific library. The first element in an instructional program is the orientation of the individual to the physical layout of the library building, to the arrangement of the materials housed therein, and to a knowledge of the special use restrictions which are dependent upon format or local procedures.

The student should also learn how to find the information contained within library materials. Instruction in the use of literature resources includes identification and use of specific sources of information and the relationship between different sources. As the student progresses through her/his educational program, instruction in literature resources can be matched to her/his increasingly specialized needs.

The student needs to know how to analyze and interpret her/his own informational needs and to effectively utilize library resources to satisfy those needs. To accomplish the latter, the student should be given instruction in the methods of organizing a bibliographic search and should be guided in the discrimination of useful and relevant information.

Many institutions are now in the early stages of organizing such programs of bibliographic instruction. Still other institutions are contemplating the establishment of a program of instruction. The Association of College and Research Libraries, a division of the American Library Association, recognized the need to provide leadership in the development of the concept of bibliographic instruction and its place in academic libraries. The publication of this Handbook is evidence of the ALA and ACRL committment to the concept of bibliographic instruction and recognition of its role in the academic library.

This recognition was first emphasized in the appointment of the Bibliographic Instruction Task Force in 1971 which had as its charge:

> to consider the possibility of establishing a clearinghouse for information on instructional programs currently in operation; to explore methods of evaluating existing programs and materials; and to investigate the need for research into problems connected with instruction programs.(1)

The committment was further manifested in 1977 with the creation of a Bibliographic Instruction Section within ACRL to continue the work of the Task Force and to provide a broadly based organization in which members of ACRL could participate. The Policy and Planning Committee of the Section had included among its charges the development of "policy statements on bibliographic instruction as part of academic and research library services." (2)

This Handbook brings together the work of the Bibliographic Instruction Task Force and the Policy and Planning Committee, attempting not only to provide guidance in the development of instruction programs but also to stimulate discussion about BI within the profession.

As a relatively new component of library service, bibliographic instruction programs differ from institution to institution. Some institutions are just establishing instructional activities; others have fairly sophisticated programs already in operation. The Bibliographic Instruction Task Force recognized this at the outset of its work. The members agreed that local circumstances would necessarily play a crucial role in determining the nature and content of such a program, but that there could be general agreement on certain essential elements and objectives for bibliographic instruction programs. The statement, "Guidelines for Bibliographic Instruction in Academic Libraries," is the result of their efforts to determine these essential elements. This statement was reviewed by the Board of Directors of ACRL and approved as policy in January 1977.(3) These guidelines constitute the first section of this

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1 ALA Handbook of Organization: 1971-72 (Chicago: ALA, 1972) p.36

2 ALA Handbook of Organization: 1978-79 (Chicago: ALA, 1978) p. 27

3 "Guidelines for Bibliographic Instruction in Academic Libraries." College and Research Libraries News, No. 4, (April, 1977), p. 92.

Hndbook. The Task Force also produced a statement of model objectives for a bibliographic instruction program.(4) A revised version of that statement can be found in the Handbook section "Objectives: a model statement."

The publication of the "Guidelines" led readers to ask "What should the objectives include, and how are they defined?" This publication is an attempt to provide guidance in those areas. The Handbook consists of the Guidelines, five model statements and checklists, a glossary and Pathfinder. The decision to create model statements was made by the Task Force and, with the exception of the sections mentioned above, the materials generally have been produced by the Policy and Planning Committee of the Bibliographic Instruction Section. The documents as printed here are the result of a multiple evaluation process. Each document had an initial author or compiler and a reactor, then the document received reaction from the entire Committee. This process was usually repeated, sometimes with a different reactor. In some instances the Committee was able to work with statements begun by the Task Force; other statements have been developed by individual Committee members. Thus, the documents reflect the thoughts of a number of librarians over a period of years.

During the preparation of the various documents, it became clear that all of them could not take the form of model statements, as originally planned, due to the different nature of each guideline. Therefore, it is important to remember that the materials presented here are intended only to illustrate and aid in the implementation of the "Guidelines". The contributing librarians recognized that local factors play such an all-important role that it would not only be foolish but presumptuous to dictate a proposed method of implementation. This was particularly obvious during the attempts to develop a statement on staffing of instructional programs.

The Committee recognizes that some may wonder at the absence of a section on evaluation, one of the essentials of an effective program (identified in the "Guidelines"). Two reasons can be offered to justify this exclusion at this time. First, there is not agreement among the Committee members as to the forms evaluation should take, other than those suggested by the "Objectives." Second, the topic is so complex that considerable time would be required to give this important topic the

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4 "Towards Guidelines for Bibliographic instruction in Academic Libraries" College &Research Libraries News. No. 5, May 1975: 137-139, 160-171.

careful study it deserves. This would hold up publication of the rest of the document. It is expected that the Research Committee of the ACRL Bibliographic Instruction Section may be able to offer guidance in the development of an evaluation section for later editions of the Handbook.

The Committee also acknowledges that the document lacks input from other groups and individuals active in related areas. The field of bibliographic instruction is still developing and any comments, suggestions, information about the work in this and related fields will be welcomed as contributions towards the clarification and expansion of these initial documents.

Nevertheless, the material in this Handbook represents the thoughtful reflection of a number of librarians experienced in bibliographic instruction. The present Policy and Planning Committee wishes to acknowledge the ground-breaking work of the Task Force from 1971 through 1977. The Committee also wishes to acknowledge Earlham College's contribution to the preparation of this final copy.

This publication concludes with an evaluation sheet. Future revisors of the document will very much appreciate any and all comments about the document. Anyone who has questions about the documents should write to the Chair of the ACRL/BIS POLICY AND PLANNING COMMITTEE AT 50 E. HURON STREET, CHICAGO, IL 60611.

1.
GUIDELINES FOR BIBLIOGRAPHIC INSTRUCTION IN ACADEMIC LIBRARIES

The following guidelines, prepared by the ACRL Bibliographic Instruction Task Force, were adopted by the ACRL Board of Directors on January 31, 1977.

The college and university library performs a unique and indispensable function in the educational process. It bears the central responsibility for developing the college and university library collections; for extending bibliographic control over these collections; for instructing students formally and informally; and for advising faculty and scholars in the use of these collections.

In order to assist college and university libraries in the planning and evaluation of effective programs to instruct members of the academic community in the identification and use of information resources, the following guidelines for bibliographic instruction in academic libraries are suggested:

The library should:

(1) assess the needs of its academic community for orientation to the library's facilities and services, and for instruction in the use of the library's collections and bibliographic structure;
(2) prepare a written profile of the community's information needs;
(3) develop a written statement of objectives of bibliographic instruction which:
    (a) includes immediate and long-range goals with projected timetables for implementation;
    (b) is directed to specific identified needs within the academic community, and permits various methods of instruction for all segments of the academic community who have a need to use library resources and services;
    (c) outlines methods by which progress toward the attainment of instructional objectives can be measured. Methodology must provide for measures of learning, attitude and cost.
(4) provide continuing financial support for bibliographic instruction,
    (a) clearly identifiable within the library's budget program and statements;
    (b) sufficient to provide the professional and supportive staff, equipment, materials and facilities necessary to attain the delineated objectives.

(5) employ librarians and other qualified staff to plan, implement and evaluate the program,
   (a) inclusive of persons with training in: various academic disciplines, the identification and use of library resources, teaching skills, preparation and use of audiovisual and other instructional materials, preparation and use of evaluative instruments, clerical skills;
   (b) in sufficient numbers necessary to attain the delineated objectives;
   (c) clearly identifiable and of a status similar to persons responsible for planning, implementing and evaluating the other major functions of the library.

(6) provide facilities, equipment and materials
   (a) to accommodate the preparation of instructional materials and the presentation of various modes of instruction (individual, small or large group, lecture, discussion, media, etc.);
   (b) of sufficient size, number and scope to accommodate the attainment of the delineated objectives.

(7) involve the academic community in the formulation of objectives and the evaluation of their attainment.

(8) evaluate regularly the effectiveness of the instructional program, and demonstrate substantial attainment of written objectives.

Reprinted from College & Research Libraries News, No. 4, April, 1977, p. 92.

2.
NEEDS ASSESSMENT CHECKLIST

This Checklist is an expansion of the first two elements of the Guidelines for Bibliographic Instruction in Academic Libraries (see GUIDELINES). These points read as follows:

> The library should: (1) assess the needs of its academic community for orientation to the library's facilities and services, and for instruction in the use of the library's collections and bibliographic structure; (2) prepare a written profile of the community's information needs...

The aim of this Checklist is to provide guidelines for gathering relevant data about an institution and about the information needs of the various groups served by its library in order to develop a meaningful profile. Therefore, application of this Checklist should be one of the first steps in program development. Although subsequent decisions on program content and format will usually require additional and more specific research for elaboration on the basic profile, the essential data outlined here must be collected at the outset.

This statement is divided into four sections: (1) The Academic Community: Groups and Programs: (2) Assessment of Need for Bibliographic Instruction; (3) The Academic Library: Existing Resources and Programs; and (4) Reporting and Using Data. It is important to realize that the actual implementation of all the steps suggested in this Checklist would be extremely time consuming. The Checklist should serve as a guide and be appropriately modified for any given institution. In Section One, for example, which results in a statistical picture of the institution, sufficient information might be gathered by informal means such as consulting the college's catalog and other descriptive publications. The investigators should also be aware of other studies undertaken by the library or by the institution which might contain relevant data.

An excellent example of the full implementation of a needs assessment study is the work done by the User Education Committee at the University of Texas at Austin and published as A Comprehensive Program of User Education for the General Libraries (Austin: University of Texas, 1977).

SECTION 1: THE ACADEMIC COMMUNITY: GROUPS AND PROGRAMS

The academic milieu in any college or university is composed of the people connected with that institution and the academic program. The people can be broadly classified into the following groups: students, faculty, staff, administrators, and the non-university community (other academics, students, libraries, the geographical community). The nature of the academic program encompasses the academic goals of an institution, the degrees offered, subject areas covered and emphasized, and the amount of research undertaken. Part A deals with the academic groups: Part B, with the academic program.

A. Groups

A profile of information needs should begin with an understanding of the people and groups who make up the academic community. Quantitative figures on the size of these groups will lead to a preliminary understanding of the audience. Different groups will have differing needs, and approaches to satisfying these needs will thus necessarily vary to some extent. A profile should consider as a first step gathering the following data:

1. Student characteristics
   a. Student profile (this could include concerns such as educational, socio-economic, cultural background, and average age. A profile might be necessary for Freshmen, Transfers, Seniors, and even Alumni.)

   b. Number of undergraduate students

   c. Number of graduate students

   d. Number of full-time students
      1. Undergraduate
      2. Graduate

   e. Number of part-time students
      1. Undergraduate
      2. Graduate

   f. Number of transfer students

   g. Enrollment by class and degree
      1. Freshmen
      2. Sophomore
      3. Juniors

4. Seniors
5. Non-degree undergraduate
6. Masters
7. Doctoral
8. Professional
9. Non-degree graduate

h. Enrollment by major or program
1. Undergraduate
2. Graduate
3. Professional

i. Enrollment in special programs (These programs could include educationally or economically deprived students, students older than the traditional age group, physically handicapped students, or foreign students)

j. Residence
1. On campus
a. Dormitory
b. Other
2. Off Campus
3. Commuters (distance of commuting may need to be considered)

2. Faculty
b. Number of faculty by department
c. Number of faculty by academic rank
d. Number of teaching assistants (graduate students with teaching responsibilities)

3. Staff--number of
a. In teaching related units (e.g., academic departments)
b. In non-teaching related units (e.g., food service)

4. Administrators--number of
a. In teaching related units (e.g., academic departments
b. In non-teaching related units (e.g., University President's Office)

5. Non-university users (e.g., citizens, legislators, high school students, professional and industrial researchers)

B. Academic Research and Programs
1. Courses Taught
a. By level (100, 200, etc.)
b. By department

c. Enrollment in courses
d. Research programs (e.g., interdepartmental or interdisciplinary institutes)
e. Courses requiring library use for reserve readings, finding suggested readings, and research projects.

2. Undergraduate degree requirements.

3. Masters degree requirements

4. Doctoral programs

5. Professional programs (law, medicine, library schools, etc.)

6. Special programs (evening school, credit free programs, etc.)

SECTION 2. ASSESSMENT OF NEED FOR BIBLIOGRAPHIC INSTRUCTION

In order to determine the need for bibliographic instruction it is necessary to gather information from the various groups (both users and non-users) in an academic community. The information should be gathered in a systematic manner by survey questionnaires, interviews, or other means appropriate to a specific institution. Information should be gathered on perceived needs for bibliographic instruction as well as on the perceived effectiveness of current programs.

1. Students. Students should be surveyed for their attitudes about past library orientation and/or instruction and their opinions on the need to use the library in relation to their academic work. For objective measurements, students should be asked, in a specific manner, about the library and its resources and about their ability to use these resources. The student sample should include students in a variety of academic disciplines and at different levels. It would be useful to survey undergraduate and graduate students separately since the library use needs and knowledge of the two groups differ. Student responses, especially the attitudinal ones, should be carefully interpreted by the librarians.
2. Faculty (including graduate teaching assistants, where appropriate). Faculty should be surveyed to determine the need for library use in their classes, their opinion of students' need for bibliographic instruction, and their opinion of the types of bibliographic instruction which would most effectively reach students at each level.
3. Academic Administrators. Administrators should be surveyed for their opinion of students' needs for bibliographic instruction and their opinion of the types of biblio-

graphic instruction which would most effectively reach students at each level. Administrators might also be surveyed for their opinion on priorities for the library, their knowledge of available resources (institutional resources, grants, etc), and their willingness to provide resources for a bibliographic instruction program.

4. Institutional Staff (e.g., academic advisors). Institutional Staff should be surveyed to determine their own job related and individual research needs and their opinion of students' need for bibliographic instruction.
5. Outside Users (e.g., government, business and industry, general public). The library information needs of appropriate outside groups should be assessed in consultation with the public library system and special libraries.
6. Librarians (and other library staff). Library staff should be surveyed to determine their opinion of students' need for bibliographic instruction and the type of bibliographic instruction which they feel would most effectively reach students at each level. furthermore, they should be asked to react to the information gathered in the preceding surveys, especially the student survey.

SECTION 3: THE ACADEMIC LIBRARY; EXISTING RESOURCES AND PROGRAMS

It is necessary to delineate the instructional activities already developed and being maintained in the library. Only after this information is available can a comparison of the needs as determined through the previous steps and the present situation be made.

I. Resources
   A. Staff
      1. Professional (number and current responsibilities)
      2. Support Staff

   B. Collection
      1. Size (by format)
      2. Strengths
      3. Organization (e.g., centralized or departmental)
      4. Special collections
      5. Special characteristics (e.g., large percentage in storage)

C. Facilities and Equipment
   1. Space (e.g., location of possible instruction areas)
   2. Equipment and supplies (e.g.. duplicating services)

D. Budget
   1. Staff
   2. Collection
   3. Operating budget

II. Current Instructional Activities and Staff Time (F.T.E.'s or hours per week)

A. Orientation program

B. Course related presentations

C. Courses

D. Point of use materials

E. Handouts/Guides

F. Other

SECTION 4: REPORTING AND USING DATA

The data gathered from the first three sections of this checklist will generate a profile of information needs of the academic community. The profile should include a history and rationale of the data collection, the data itself in tabular and/or statistical form, and the commentary which will help to clarify and interpret the data.

This profile will be used by various decision makers to begin to develop a bibliographic instruction program appropriate to the specific institution. The decision makers would include library administration and staff (see ADMINISTRATIVE CONSIDERATIONS) and the academic administration.

The types of decisions based on the profile would include goals and objectives for the bibliographic instruction program (see OBJECTIVES); target groups together with the type and depth of instruction needed for each target group; modes of instruction (see MODES); resources to be allocated to the program (see ADMINISTRATIVE CONSIDERATIONS); and the initial planning for evaluation of the program.

3.
ADMINISTRATIVE CONSIDERATIONS

As a relatively new library service, bibliographic instruction has not found its "home" in the administrative/organizational structure of the academic library. Therefore, in implementing a program, many questions and problems must be dealt with by the library administration if the new program is to be properly integrated into the administrative structure.

There are six areas where the library administration will find it necessary to arrive at decisions. These are:

a) staffing requirements
b) staff development
c) budget
d) facilities
e) equipment/materials
f) location of the program in the organizational chart

The purpose of this section is to discuss these areas to show what some of the alternatives are and to point out some of the advantages and disadvantages of each alternative. The document does not pretend to be exhaustive but rather illustrative. Its purpose is to provoke discussion within the administration of a library which is implementing a program of bibliographic instruction and to give some direction to that discussion.

STAFFING

The staffing requirements will obviously vary with the type of program. However, the administration should consider carefully staffing needs at different levels. What types of support staff may be needed? There are some tasks associated with bibliographic instruction which are purely clerical, while others may require certain para-professional skills. It may be necessary for librarians to have access to a graphic artist if the quality of the materials used in instruction is to be assured. Every effort must be made to guarantee that professional staff members are not mired in tasks which do not require their level of skills or that they are required to perform tasks for which they are ill-prepared.

Early on, the administration will have to decide how it is going to staff its program. The obvious alternatives, as far as use of librarians is concerned, are: individuals assigned full-time to bibliographic instruction or several people working on that program part-time and also working in other areas of the library. While it may be easier to measure activity and

to analyze costs in the first instance, it is also possible in that case for the instruction program to become very isolated and insulated. The second alternative enhances the possibility of selling the program within the library. It does, however, place additional demands on staff who must more carefully plan the allocation of their time to meet the needs of several assignments rather than only one.

As the library implements its program of bibliographic instruction, staff assignments will necessarily need revision. Planning time, preparation time, and evaluation time must be scheduled. Otherwise it will be easy for staff to fall into a common trap: equating success merely with the volume of activity.

At some institutions, the library will have to consider using classroom faculty rather than librarians. In these instances many additional questions arise: how are these faculty selected, how are they prepared for the task, how are they evaluated, who negotiates with departments or schools/colleges in universities?

Using classroom faculty can result in more support for the instruction program within the faculty of the academic discipline. Conversely, it can present problems if these classroom faculty begin to change the program to suit themselves rather than following instructions from librarians. Reliance on classroom faculty is a method which has been successfully put into practice at a few large universities - especially for basic bibliographic instruction.

STAFF DEVELOPMENT

In many cases, decisions will have to be made concerning staff development. Is it wise to take a reference librarian and stand her/him up in front of a group of students and declare that she/he is now teaching in a bibliographic instruction program? Administrators will want to consider various conferences and workshops and make it possible for staff to attend. If a bibliographic instruction program is being implemented using existing staff, it is absolutely essential that time be provided for training or re-training.

Since bibliographic instruction does not have the long, stable history that other library functions do, it has not yet developed a list of carefully tried, thoroughly evaluated methods. In other words, it is an area where a great deal of ex-

perimentation is taking place, an area where new ideas are constantly being discussed, an area where continuing education is a vital necessity. The library administration must consequently make staff development a high institutional priority.

BUDGET

This is an area where administrators will be faced with some very real and frequently difficult decisions. Fiscal trends in higher education make it highly unlikely that university administrators are going to lavish "new" funds on libraries to support a yet untested program in bibliographic instruction. Consequently, library administrators must consider other alternatives.

They can steal bits and pieces from other areas of the budget to support this activity. They can seek outside funding and operate on grants. They can even hope to interest staff sufficiently to see them volunteer for additional work. While each of these alternatives can, in fact, provide funds for a period of time, none of them can insure long-term survival of a program. Grants do not go on indefinitely, "crumbs" are swept away in the next budget cut or are eaten by inflation, and enthusiasm cannot be sustained forever.

In a situation where the library can expect no new funds, at least initially, what, then, must the library administration do? While the answer is simple, the process is not. Nevertheless, it may be only by carefully reassessing all of its priorities and by re-ordering them that a library will free up the funds needed to underwrite an instruction program. No organization can, or should, operate year after year without periodically examining all of its programs and activities. Is each of them as important as it was five, ten, fifteen, or more years ago? Is each of them as important as a bibliographic instruction program is to the institution? These are the questions which must be answered by the library administration.

The budget planning for an instruction program must be done as goals and objectives are developed. The level of the program will obviously be limited by the amount of funding available. In other words, with the bibliographic instruction program itself, priorities will have to be established.

What cannot be stressed too strongly is that the budget for bibliographic instruction should be as clearly labelled as budgets for other units. It should also include all categories

of expenditure detailed in the budgets of other units.

FACILITIES

There are two areas to be considered as we talk about facilities. There are, on the one hand, those needs associated with the teaching process and, on the other hand, those associated with the preparation process.

The administration will have to decide how much and what kind of space is needed by staff involved in the instruction program. For instance, instruction librarians have need for offices where it is possible to confer privately with students. Their space needs are quite similar to those of classroom faculty. In addition, there is a need for space in which materials can be prepared and stored. Some programs will make extensive use of audio-visual materials while others may use charts and graphs. Most of these materials will have a long useful life, provided they are cared for properly.

A further decision related to space concerns use of classrooms. Where should bibliographic instruction take place? In the library? In other classrooms on campus? The ultimate answer to these questions can entail various consequences. For instance, a decision to have groups come to the library may entail some minor remodeling to create a classroom. On the other hand, if all sessions are taught in other campus classrooms, librarians could be faced with the problem of transporting cumbersome materials inconvenient distance. As a bibliographic instruction program is being planned, the library administration will carefully want to weigh the alternatives.

EQUIPMENT & MATERIALS

There is obviously a very direct correlation between the type of bibliographic instruction program and the need for equipment and materials. Some libraries rely heavily on audio-visuals. Consequently, various types of projectors must be readily accessible. Moreover, equipment for producing the materials which will be used must also be available. Other programs may develop a wide variety of graphics, in which case a full range of artist's supplies may be needed.

The point to be made here is that, in planning a program, the administration should be very careful not to neglect this

area. It may not be necessary, or even advisable, to have equipment and/or materials segregated for the support solely of a bibliographic instruction program. Nevertheless, access to the items is essential and must be assured. In addition, an active bibliographic instruction program may well shorten the life of various items of equipment, because use will be considerably increased.

The planning process must take this into account and address the question of not only providing equipment but also for replacing equipment as needed.

ORGANIZATIONAL STRUCTURE

In many respects, the major decision made by the library administration will deal with the location of the instruction program within the overall library organization. While a great many possibilities exist, they can probably be grouped into three categories. The bibliographic instruction program can operate as a completely separate unit, just as cataloging, circulation, reference, and other units do. It can be a sub-unit of the reference department. Or it can have special status and be managed by a task force or an advisory committee. Each category has its advantages and its disadvantages.

If the bibliographic instruction program is set up as an independent unit, it may well have difficulty competing with older, well-established departments within the library. Over time certain alliances are built up in any organization. The new program could easily suffer because of these. On the other hand, by giving the program the stature and visibility of a separate department, the administration could, in fact, be emphasizing its own support, thereby giving bibliographic instruction a much needed shot in the arm and, consequently, smoothing out, in advance, problems with other units.

There are some strong arguments for designating the bibliographic instruction program a unit within the reference department. Since reference librarians deal, on a day-to-day basis, with students, they can provide invaluable feedback to the instruction program. If the library has opted to use several people in its program on a part-time basis rather than full-time instruction librarians, these people are probably, for the most part, involved in reference work. Since reference departments ordinarily have a fairly high degree of visibility in libraries, such a placement insures at least some visibility to the instruction program. A major disadvantage seems to be

the danger that more traditional forces within the reference department could attempt to put road blocks in the way of the program. They could even oppose it. This might arise for several reasons: a bibliographic instruction program is going to increase the workload for the reference librarians, instruction librarians frequently develop a personal following of students on campus, the task of the instruction librarian is frequently glamorized by other staff members.

The last alternative mentioned above, use of a task force or advisory committee, similarly has its pros and cons. It may be a method for moving rather quickly, and it does enable the administration to bring together people from several areas of the library to work together on this specific task. Unfortunately, such task forces or committees only rarely have any real clout in the organization. Unless very carefully put together and strengthened with a very specific and forceful charge, they are invariably weak.

In working with a committee or task force, the institution may end up with several librarians being involved in instruction on a part-time basis. While problems are frequently encountered if individuals are required to report to one or more persons, these are not insurmountable. To avoid them requires careful planning and on-going negotiating. Each librarian may be assigned to each of the units permanently for a specified percentage of time. Or, the percentages may be negotiated on an annual, semi-annual, or semester basis. This kind of scheduling allows for a great deal of flexibility, but it also imposes on supervisors the responsibility of coming together and negotiating general percentages among themselves and with their subordinates.

In conclusion, we cannot emphasize too strenuously the need for the library administration to proceed with great caution and careful analysis in arriving at this decision. On it may well depend the success or failure of the bibliographic instruction program.

4.
A MODEL TIMETABLE FOR THE IMPLEMENTATION OF A BIBLIOGRAPHIC INSTRUCTION PROGRAM

A bibliographic instruction program has definition, goals and continuity. It comes into existence when responsibility for planning and development has been delegated by the library administration to a specific unit within the library organization. Prior to the establishment of a formal program, a library may be engaged in a variety of instructional activities and may be operating informally at an advanced level. The model timetable is intended to display the hypothetical development of a planned program culminating in a multifaceted college or university program. The characteristics of Level I which distinguish from any pre-program activities are (1) delegation of authority, (2) evaluation of existing materials and methods, and (3) planning for expansion of the program. The responsibility for the program can be assigned to one person, one administrative unit, or to a committee. (See ADMINISTRATIVE CONSIDERATIONS) At this stage the expectation is that existing personnel will be used, although there may be a realinement of job responsibilities that affect all personnel. A survey of current tasks and the establishment of priorities will ensure the success of the new program by avoiding overwhelming increases in individual workload.

Level II is defined by several distinct changes from the preceeding level. The position of coordinator or responsibility for coordination is clarified and centralized . The program's functions shift to planning to action. The amount of staff time dedicated to the program increases significantly with the introduction of increased teaching loads, increased involvement outside of the library, with the faculty, and with collegial and university governance. This will require another reorganization of staff responsibilities and may require the addition of non-professional support staff. Level III represents a mature program. The level of commitment is such that additional professional staff time will be required to carry out the program. The amount of additional time needed should be determined in relation to the normal workload expected of the teaching faculty and the program's objectives.

Although the timetable is divided into three distinct levels of development, in reality an element of one level may be attained long in advance of another element from the same level. Each succeeding level of the program should be developed on the foundation of the preceding level. Some of the elements listed will continue throughout all the levels. Some, like graphics, may remain constant, but for others the involvement in time and personnel may increase substantially. One element may replace or augment another as the program develops. For example, the orientation program may evolve into a coordinated group of graphics, printed guides, audio-visual materials

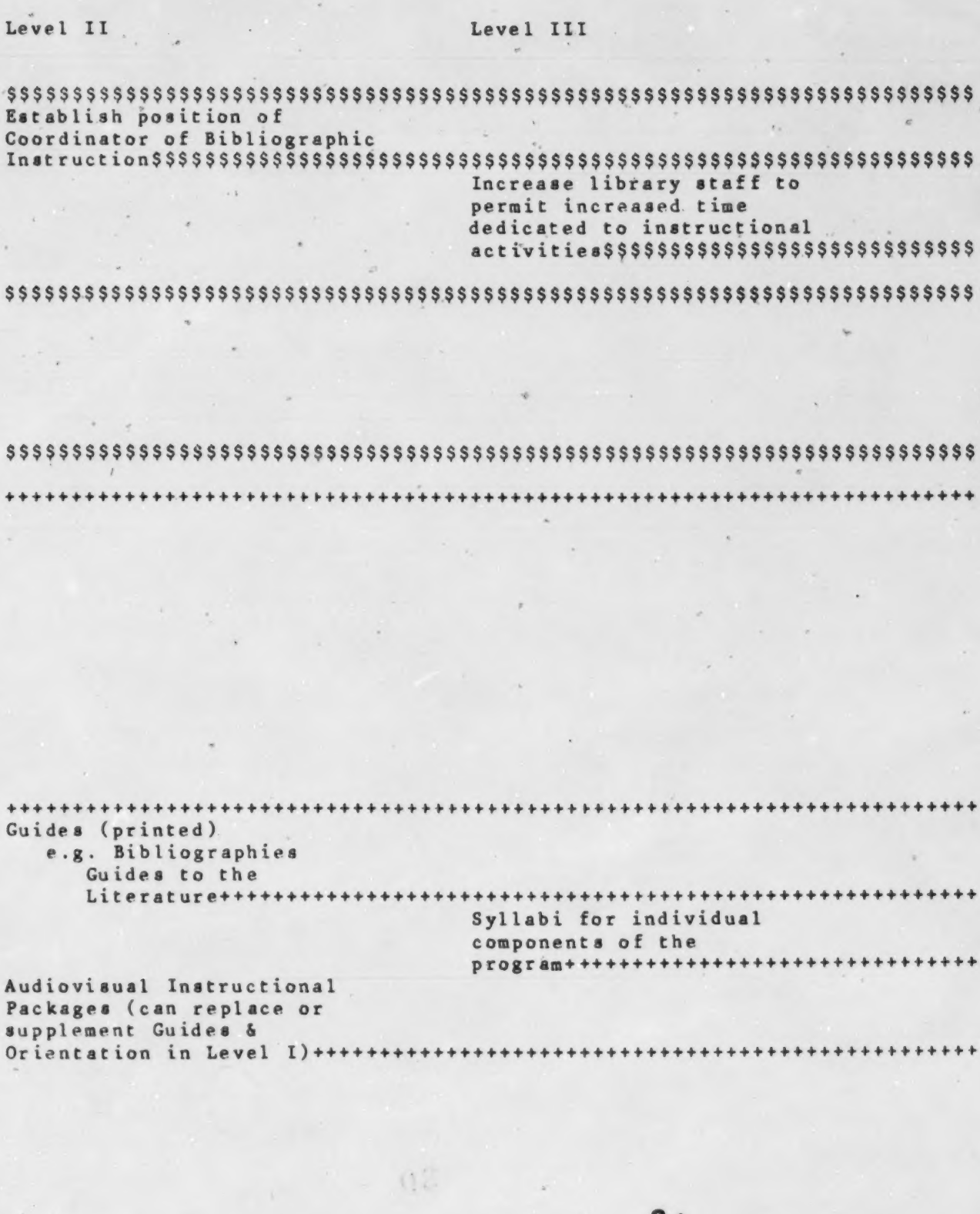
and personally conducted tours that can minimize the impact on staff time.

The model timetable contains time symbols which indicate the optimum relationship of the activities that comprise a bibliographic instruction program. They are intended to emphasize the duration of each element and to give some indication of the increasing budgetary and organizational commitment the library must make as the program develops. The duration in real time for each element of a given level will vary according to local resources. Some libraries which have active pre-programs may be able to move from Level I to Level II within a year, and then spend as much as four years developing Level II before moving on to Level III. Another library initiating a B.I. program without any prior activities should consider four years as a reasonable time period for Level I and six years for the full development of Level II. The individual library can best assess its ability to complete the coherent structure represented by Level III. The individual library may choose to define its program by selecting elements from all three levels while rejecting some elements as undesirable for its own environment. However, the complete program should include in its definition, recognition by the college or university of the significance of the program in the educational goals of the institution.

Symbols used on the following pages are intended to indicate that activities begun at one Level are continued at subsequent Levels. Where several lines use the same symbol the activities are part of the same Function/Aspect.

MODEL TIMETABLE

Function/Aspect	Preprogram	Level I
Administrative responsibilities		Delegate responsibility for coordination of program$$$$$$$$$
		Reorganize library staff work loads$$$$$$$$$$$$$$$$$$$$$
		Inservice training of library personnel to acquaint all levels of staff with content and objectives of the program$$$$$$$$$$$$$$$$$$$$$$$$
Materials		Graphics++++++++++++++++++++++++
		Guides (printed) e.g. How to use the library Library borrowing privileges Library hours and rules Services (Reference and Interlibrary loan) Arrangement of materials (Classsification and locations)++++++++++++++++


Level II
Level III
Establish position of Coordinator of Bibliographic Instruction
Increase library staff to permit increased time dedicated to instructional activities
Guides (printed)
e.g. Bibliographies
Guides to the Literature
Syllabi for individual components of the program
Audiovisual Instructional Packages (can replace or supplement Guides & Orientation in Level I)

Function/Aspect	Preprogram	Level I
Modes of instruction		Orientation of new students to building and services through personal contact (Lectures and tours; individual conferences)@@@@@@@@@@
Evaluation		Informal reporting by instructor; Feedback from reference staff(((

Level II Level III

@@@

Function/Aspect	Preprogram	Level I
Student/Faculty		Use of existing news media to acquaint students & faculty with library services::::::::::
		Liason with faculty on an individuual basis (informal):::::::::::::::

Level II

Level III

::

Courses described in college or university bulletin::

::

Formal Liaison with faculty
Establishment of working relationship with colleges, departments and individuals//

Serve on collegial level committees to relay library instruction to general educational requirements//

Graduation requirements include requisite level of bibliographic methodology//////////////////////////////////

5.
ACADEMIC BIBLIOGRAPHIC INSTRUCTION: MODEL STATEMENT OF OBJECTIVES

While reviewing the model statement, a few points should be kept in mind:

1. The model statement's primary purposes are to (a) get academic librarians to focus on and articulate what their instructional objectives should be and to design instructional programs to achieve these objectives and (b) stimulate research into whether existing programs are achieving these objectives.

2. The objectives are those for an entire program of bibliographic instruction in an academic institution.

3. The objectives are intended to cover bibliographic instruction programs for undergraduates. Some objectives are no doubt applicable to any level of student, but these objectives in their totality are intended to speak specifically to the needs of undergraduates.

4. The objectives do not suggest one method of instruction nor should they be used for evaluating a particular instruction unit.

5. An attempt has been made to write the enabling objectives (E's) as behavioral objectives. In any institution's revision or individual written objectives, the objectives should be specific and measurable.

6. The arrangement of the terminal objectives and the related enabling objectives is not intended to suggest a sequence for an instructional program nor is it intended to suggest an order of significance. The committees who worked on these objectives have debated extensively whether the objectives should include aspects of what has commonly been called orientation in what is supposed to be a statement on bibliographic instruction. While the writers are absolutely convinced that orientation is not sufficient, neither are we convinced that meaningful instruction can be divorced from orientation to a particular library.

7. The writers believe that the primary role of bibliographic instruction is to provide students with the specific skills needed to successfully complete their assignments. But in addition, bibliographic instruction should also serve the more general function of preparing students to make effective life-long use of the library regardless of specific course work. Individual librarians or library staffs must use all of their skills to develop an instruction program that achieves these or revised objectives in the context of the students' course and library use.

The model statement is composed of a series of terminal objectives (T1, T2, T3a, T3b, etc.) written dur-

ing 1973. These objectives have received the careful attention of the Task Force and other librarians involved in library instruction. Since October 1973, the Task Force has been working on the enabling objectives (E1, E2, etc.) which are listed under each terminal objective. The final version was approved by the committee at its meeting during the American Library Association conference in July 1974. Modest changes were made by the ACRL Bibliographic Instruction Section's Policy and Planning Committee during 1978 and 1979.

OBJECTIVES

General objective:

A STUDENT, BY THE TIME HE OR SHE COMPLETES A PROGRAM OF UNDERGRADUATE STUDIES, SHOULD BE ABLE TO MAKE EFFICIENT AND EFFECTIVE USE OF THE AVAILABLE LIBRARY RESOURCES AND PERSONNEL IN THE IDENTIFICATION AND PROCUREMENT OF MATERIAL TO MEET AN INFORMATION NEED.

T1. The student recognizes the library as a primary source of recorded information.

E1. When observed in real situations, students regularly turn to the library for needed information. These contacts include attempting to find information on their own using the appropriate library resources, and when that is not successful they contact a librarian.

T2. The student recognizes the library staff, particularly the reference staff, as a source of information, and is comfortable seeking assistance from staff members.

E1. Given a map of the library, the student is able to locate key service points (e.g. circulation, reserve, periodicals). The student can identify the location of information and/or reference area(s) of the library.

E2. Given a list of materials with call numbers and/or location symbols a student can successfully retrieve all materials in the library that are properly shelved.

E3. The student can identify the members of the reference staff by sight and locate their offices.

E4. (If applicable) the student can identify by name the member(s) of the reference staff best qualified to assist him in his subject major.

E5. The student asks the reference staff for assistance whenever library-related information is needed.

E6. When asked about library services, the vast majority of students will respond positively to questions such as: "Are there people within the library who are willing to give assistance in locating needed information?" "Do these people give competent assistance?"

T3. The student is familiar with (or has knowledge of) the library resources that are available to him.

a. The student knows what library units exist on his campus and where they are located. The student knows what major information resources and collections are available in these units.

E1. While seeking information from the library, students will use most campus library units which contain substantial material relevant to their topic.

E2. While using the library, students will use a variety of collections within the central library: documents, pamphlet file, microfilm, etc., as appropriate to their topic.

b. The student understands the procedures established for using these facilities.

E1. A student can sign out a library item correctly (as defined by each institution).

E2. The student can interpret library forms (e.g., overdue notices, search forms, hold requests, etc.).

c. The student knows about the off-campus information facilities available and how to approach their resources.

E1. A student will ask the reference staff for advice about the possibility of other information resources outside the "official libraries" of his college or university when those sources do not meet his needs.

E2. A student who has need of materials which the library does not have will request that they be borrowed from another library.

T4. The student can make effective use of the library resources available to him.

a. He knows how to use institutional holdings records (such as the card catalog and serials holdings lists) to locate materials in the library system.

E1. Given a map of the library, the student can correctly identify the location of the library's catalog (e.g., card catalog, book catalog, public shelf list) and other holdings lists in a specified period of time.

E2. The student will correctly identify and explain the purpose of selected elements on a sample catalog entry in a specified period of time. The selected elements will include: the author, title, place of publication, publisher, date of publication, series title*, bibliographic notes, tracings, and call number.

E3. Given a topic or list of topics, the student will accurately list items found in the library's catalog on those topics in a specified period of time. The topics will include items which require the student to use the U.S. Library of Congress Subject Headings to compile a list of relevant, re-

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*An asterisk beside an item indicates that the noted item is not recommended; it is only suggested.

lated subject headings. The student will also have to demonstrate his knowledge of form subdivisions, and subject filing rules such as historical subdivisions are filed in chronological order.

E4. Given a list of materials, the student, in a specified time, can correctly identify and locate those materials in the library's catalogs which the library owns. The list shall include incomplete citations, citations which are listed under entries other than the "main entry." It will also include:

Book (individual author)
Book (corporate or institutional author)
Book (title)
Journal (recent issue)
Journal (older or discontinued title)
Newspaper
U.S. Document
Pamphlet
Non-book materials
Microform
Other, as appropriate to the institution

This list will include items which require the student to demonstrate his knowledge of selected filing rules such as: initial articles are ignored in filing, abbreviations are filed as if spelled out, Mc is filed as if spelled Mac, numerals are filed as if spelled out.

b. The student knows how to use reference tools basic to all subject areas.

E1. In a specified time period, the student can identify major reference tools (encyclopedia, dictionary, index) in a specified field using a guide to the literature such as Sheehy's Guide to Reference Books.

E2. In a specified time period, the student can list five periodical titles (and the indexes which cover them) in a specified subject field using a directory such as Ulrich's International Periodical Directory.

E3. In a specified time period, the student will list five titles available on a specified topic using a bibliography such as Subject Guide to Books in Print, U.S. Library of Congress, Books: Subjects.

E4. Given a topic with which the student is unfamiliar, in a specified time period, he will locate a general introduction to that topic and at least two references to further information using an encyclopedia. The topic as stated should require the use of the encyclopedia's index to locate relevant materials.

E5. Given a list of topics and a list of indexes (such as Readers' Guide, Social Science Index, Humanities Index, Applied Science and Technology Index, Public Affairs Information Service) which best covers each topic. At least 85%* of the students' selections should be correct.

E6. Given a sample entry, the student will correctly identify selected elements of a typical periodical index entry in a specified period of time. These elements will include: title of article, title of journal, volume, date, author, pages.

E7. Given the author and title of a book, the student will locate a review of that book in a specified time period using a book review index such as Book Review Digest, and Book Review Index.

E8. Given a specific topic of current interest, in a specified time period, the student will locate two newspaper articles on that topic using a newspaper index such as the New York Times Index.

E9. Given a topic of recent concern to the federal government, the student can locate ci-

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*An asterisk beside an item indicates that the exact value indicated is not recommended; it is only suggested.

tations to information issued by both the Executive and Congressional branches using the CIS Index and/or the Monthly Catalog in a specified time period.

E10. Given a specific need for statistical information on the U.S., the student can locate the needed statistics and identify the agency publication from which the statistic was taken using Statistical Abstract of the United States in a specified period of time.

c. The student knows how information is organized in his own field of interest and how to use its basic reference tools.

E1. The student will identify the major channels of scholarly communication within her/his own field of interest and the formats in which this communication appears in the literature.

E2. The student will list the type of reference tool which best controls each format of the literature in her/his field of interest.

E3. Given a list of types of reference tools, the student will list at least one title of each type within his own field of interest: or where a specific type of tool is lacking, will so indicate.

E4. Given a list of ten key reference tools in his own field of interest, the student will specify the type of information each contains and/or the type of question each will answer.

E5. Given a sample entry from each of ten key reference tools in his own field of interest, the student will correctly identify selected elements of the entry.

E6. Given a list of prominent current authors and/or topics in his own field of interest, the student will be able to identify at least one journal article by/on each within the past year, using appropriate indexes to

the field.

d. The student can plan and implement an efficient search strategy using library, campus, and other resources as appropriate.

E1. Given a complex topic in her/his own field of interest, in a specified time period, the student will indicate, orally or in writing:
(1.) The major subtopics involved;
(2.) Whether primary and/or secondary sources are required by each subtopic, and their general nature;
(3.) The most probable type of reference tool to identify the relevant sources for each subtopic;
(4.) The most relevant library and/or non-library collections and resources for the study of the topic, whether on or off campus;
(5.) An efficient order of consulting the suggested types of tools, moving from general to specific, and including, as appropriate, both informational and bibliographic tools, retrospective and current, which results in relevant literature;
(6.) An alternative order of procedure and/or alternative type of tools to derive the needed information.

e. The student is able to evaluate materials and select those appropriate to his needs.

E1. Given a topic within his major field of interest, in a specified time period, the student will compile a quality bibliography using an efficient search strategy and keep a diary of his search. A librarian and/or classroom faculty member will judge the quality of the bibliography on the following factors:
(1) 80%* of the entries shall meet one or more of the following criteria: (a) be

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*An asterisk beside an item indicates that the exact value indicate is not recommended; it is only suggested.

written by recognized authorities in the field. (b) be represented in standard bibliographies on the topic. (c) appear in a recognized journal in the field.

(2) bibliographic format will conform to accepted standards in that subject field.

A librarian will judge the efficiency of the search strategy as evidenced in the diary. The diary should evidence:

(1) The student clearly defined his topic before or during the initial stages of the search.

(2) The student considered and effectively used alternative search terms throughout his search.

(3) The student consulted an encyclopedia or handbook or other general source to obtain standard data or information on his topic early in his search.

(4) The student searched for and used available bibliographies on his topic.

(5) The student searched relevant indexes, or abstracts to update his information.

(6) The student used the subject card catalog.

(7) The student used bibliographies and/or footnotes in relevant materials found during his search.

(8) The student, where appropriate, used book reviews, biographical aids or other sources to help him evaluate materials.

(9) The student made accurate complete bibliographic notes and avoided repeated searches to locate or check citations.

(10) The student located materials of interest to him outside the library.

(11) The student consulted librarians and faculty members for aid and suggestions whenever appropriate.

NOTES

1. Bibliographic instruction is defined here to mean instruction in the bibliographic apparatus available in the library and their effective and

efficient use. While an orientation program which covers a particular physical facility is necessary at each academic institution, the ACRL Bibliographic Instruction Section is concerned primarily with the use of the bibliographic structure housed in the library.

2. General objective is the overall goal of the program; terminal objectives break the general objectives down into specific meaningful units; and enabling objectives define the specific knowledge or skills which are necessary to achieve the terminal objectives. The terminology comes from the Commission on Instruction Technology's report in To Improve Learning v. 2 (Bowker, 1970), p. 944.

3. Julie S. Vargas, Writing Worthwhile Behavioral Objectives (New York: Harper, 1972), 175p.

6.
MODES OF BIBLIOGRAPHIC INSTRUCTION: PROS AND CONS

The following chart provides a quick reference guide to the variety of instructional modes or methods which should be considered at the planning stage of a library instruction program, typically after the community's needs have been determined and before a definite budget and formal responsibilities have been assigned. As with all such models, additions, deletions, and shifts or emphasis will be necessary to suit particular situations. Furthermore, a characteristic such as commercial availability which is listed here as a pro may turn out to be a negative factor in another circumstance. Samples of all of these modes may be requested from the various state or regional BI clearinghouses or from Project LOEX, Center of Educational Resources, Eastern Michigan University, Ypsilanti, MI 48197. (313) 487-0168.

Based on the work of Anne Beaubien, Mary George, and Sharon Hogan for a course in bibliographic instruction which they teach jointly at the University of Michigan School of Library Science.

Pros

I. Printed Materials

A. General

- Reach wide audience
- Easily updated
- Require little space to display
- Good PR
- Can tie in with course
- Provides selectivity
- Can teach search strategy
- User can retain
- Available when needed
- Do not need faculty approval
- Relatively inexpensive to produce
- User does not have to ask for help

B. Subject Guides

- Show range of tools in a subject discipline
- Explain use of specific reference works
- Can convey search strategy
- Commercially available

C. Bibliographies

- Subject-specific or type-specific
- Readily adaptable from one library to another

D. Pathfinders

- Indicate search strategy
- Commercially available
- Efficient for user

Cons

Hard to teach concepts, selectivity, or alternative approaches
Require frequent revision
Hard to convey transferability to other topics or disciplines
Not flexible to user needs
Difficult to evaluate effectiveness
User may conclude this is everything
Librarian contact not necessary
Time consuming to prepare initially
Might not be used
Possible copyright problems

May assume too much prior knowledge of general tools
Are not topic-specific

Do not teach search strategy
Provide little guidance unless annotated

Do not explain nature of types of tools
Topics necessarily narrow, so need many to reach all groups of users

	Pros
II. Audio-visual Presentations	Reach wide audience Do not need faculty approval Once prepared, saves constant repetition of core information Commercially available Can make multiple copies for showing in different locations Good PR Can combine orientation and instruction

Cons

Must be high quality
Require many technical skills
Equipment is expensive and requires expert maintenance
Require frequent revision
Time consuming to prepare initially
Librarian contact not necessary
Need considerable space, outlets, special lighting
Must design special evaluation
Possible copyright problems

Pros

III. Point-of-Use Explanations (printed or AV)

- Available when and where needed
- Reach wide audience
- Can be re-read/repeated as often as necessary for comprehension
- Save librarian's time
- Commercially available and easily adaptable
- Helpful to users who won't ask
- Do not need faculty approval

IV. Programmed Instruction (workbook or computer-assisted)

- Done at user's own pace and convenience
- Immediate reinforcement of progress
- Can reach wide audience
- Good PR
- Can tie in with course
- Can teach search strategy and type of tool
- Can involve unique sets of questions
- Librarian contact possible
- Commercially available and adaptable
- Evaluation built in
- Helpful to users who won't ask

Cons

Difficult to be detailed and concise
Must be updated
Do not teach concepts or search strategy
Difficult to evaluate effectiveness
Librarian contact not necessary
User must find tool first
If AV, some users intimidated

User must be motivated
Based on discrete bits of information rather than broad concepts
Must be updated
Special staff necessary to produce or correct
Must be carefully pretested
Tools containing answers will wear out faster
Very time consuming to prepare
Hard to convey transferability to subject-specific topics
Also, for CAI: not portable
equipment expensive
computer time expensive
computer has down time
need to train user how machine works
some programs do not require handling of tool
users may play around with

Pros

V. Single Lecture

- Can reach wide audience
- Can be given when needed
- Allows personal interaction
- Good PR
- Flexible after initial preparation
- Can include concepts and search strategy
- Can reinforce with handouts or transparencies

VI. Formal Course

- Permits discussion of type of tool, search strategy, library as system
- Evaluation easily incorporated
- Can be tailored to user's needs
- Team teaching possible
- Level of sophistication readily adjusted
- Excellent PR
- Librarian is visible in academic community

VII. Term Paper Clinic or Tutorial

- Based on user's own needs
- Can be available when needed
- Personal contact
- Allows instant feedback
- No faculty involvement
- Excellent PR
- No special space or equipment
- Combines with all other modes
- Evaluation can vary with individual user

Cons

If course-integrated, need faculty cooperation
Requires teaching skills
Much initial preparation
If group is small, requires many repetitions
May require creation of classroom in library
Evaluation may depend on faculty

Limited audience
Time consuming preparation
Requires classroom
Scheduling problems
Requires teaching ability
Needs faculty cooperation/approval
Involves significant administrative support, political and financial
Pressure to prove effectiveness immediately

Exceedingly time consuming
Limited audience
Requires in-depth discipline knowledge
User may not seek help
Could become crutch for user
Scheduling difficulties
Administrators see as not cost-effective
Demand can overwhelm staff

7.
GLOSSARY OF BIBLIOGRAPHIC INSTRUCTION TERMS

Introduction

The following definitions describe a variety of activities undertaken by librarians as part of a BIBLIOGRAPHIC (or LIBRARY) INSTRUCTION program. Regarded as synonyms in this Handbook, the terms BIBLIOGRAPHIC INSTRUCTION and LIBRARY INSTRUCTION refer to any planned activities, outside the reference interview, which are designed to teach the library user how to locate information efficiently. The essential goals of this process are an understanding of the library's system of organization and the ability to use selected reference materials. In addition, instruction may cover the structure of the literature and the general and specific research methodology appropriate for a discipline.

The purpose of these definitions is to clarify the terms used elsewhere in this document. It is also hoped that these definitions may contribute to the standardization of vocabulary in the field of library instruction.

Administrative support. Catch-all phrase which translates: the administration understands the concept of library or bibliographic instruction, its value for students, the faculty's role in it, its relationship to the institution's and library's objectives, and therefore provides personnel, funds, and other institutional support for an instruction program.

Assignment-related instruction. Differs from course-related instruction (see below) in that instruction is given for a specific course-related assignment but usually outside regular class time and not necessarily with faculty cooperation.

Bibliographies. Selected lists of citations pertaining to a given topic and organized in a useful manner, for example, by author, date, or type of material. In the context of bibliographic (or library) instruction the citations included are for reference sources that would be consulted in doing library research. They may be annotated or unannotated.

Computerized instruction. Any form of instruction which uses the computer to supply information, mediate exercises, or in other

ways is used to deliver instruction to patrons. Often referred to as CAI for computer-assisted instruction.

Course-integrated instruction. Any library or bibliographic instruction which is part of a course's objectives. Instruction is viewed as essential to knowledge of the subject and therefore to successful completion of the course. This integration is usually achieved by discussion between faculty and librarians at the time the course is designed.

Course-related instruction. Any library or bibliographic instruction that provides students in a given course with library and literature use skills necessary to meet the objectives of the course. The instruction may provide students with an understanding of the subject's literature, its structure and effective methods of accessing it with emphasis on the literature. The instruction occurs with the cooperation and support of the instructor and during class time.

Faculty cooperation. Broadly defined as faculty interest and support for a library's instruction program. In a program of course-related instruction the faculty cooperate by providing class time for bibliographic instruction. In other forms of instruction faculty cooperation usually comes by way of recommendation of or referral to whatever instructional program the library provides.

Formal course. A course approved through the institution's regular curriculum review procedures. It may be non-credit or for credit.

Individualized instruction. A type of instruction which the user may use independent of teaching faculty or librarian. The instruction may be programmed, and may be in printed, computerized, or audio-visual format. It may, but need not, be self-paced.

Orientation. Service activities designed to introduce potential

library users to the services, facilities, and organization of a particular library. The primary purpose is to familiarize the user with the library as a system.

Pathfinders. Succinct, printed bibliographic guides on specific topics, arranged in search strategy order. Originally devised and still copyrighted by M.I.T., a series of pathfinders was at one time published by Addison-Wesley. Pathfinders are now marketed by the Arandel Publishing Company, 141 Linden Street, Wellesley, MA 02181 (617-237-7785) whose office should be contacted for a brochure, availability, and prices. For an extensive description see Canfield, Drexel Library Quarterly 8(July 1972): 287-300.

Point-of-use instruction. A type of instruction which tells a patron how to use a particular reference tool and which is placed at the location of the tool. It can be in nonprint or print format or a combination of the two.

Programmed instruction. Individualized instruction which users can do on their own. It utilizes a workbook, textbook, or mechanical (computerized) device programmed to help the learner attain a specified level of performance by a) providing instruction in small steps, b) by asking one or more questions about each step and providing instant knowledge of whether each answer is correct or incorrect, c) enabling students to progress at their own pace (see Self-paced). (from Good, Carter V., Dictionary of Education. 3rd ed. New York: McGraw-Hill, 1973.)

Search strategy. An efficient way to collect pertinent information on a given topic. Emphasis is placed on planning a logical series of steps to take in finding the needed information. The strategy will vary according to the limits of the topic, the nature of the subject, and the user's knowledge of the subject.

Self-paced instruction. Individualized form of instruction which permits the learner to proceed at a pace which is self determined. The most prevalent forms of self-paced instruction are

programmed instruction (see above) or workbooks (see below).

Sequential or gradated instruction. Instruction which requires mastery of a previous lesson or level of instruction before the user can proceed to the next lesson or level of increasing complexity. One example of a sequential instructional program is:
Orientation (see above);
Basic skills: card catalog and periodical index use;
General types of reference tools;
General search strategy;
Specific reference tools for a discipline.

Subject guides. These are in depth bibliographic research guides to broad subject areas.

Term paper clinic. An extension of the traditional in-depth reference interview. This is an individualized instructional method whereby the librarian follows up on previous group instruction by providing an opportunity for students to get help at the time the student is most heavily using the library--just before the paper is due. (See Eileen Dubin. Illinois Libraries, March 1978.)

Tutorial. Lengthy, detailed one-to-one consultation between librarian and user on a topic of great complexity and scope, such as a thesis or dissertation.

Workbook. A series of exercises which provides practice in the use of reference tools through a set of questions typical of the type that a particular reference tool will answer. Generally the series of exercises cover the major reference tool categories: encyclopedias, dictionaries, almanacs, atlases, handbooks, bibliographies, periodical indexes, etc. Often the workbook will include a concluding chapter on search strategy to be used in conjunction with an actual library research project. There are workbooks which introduce the basics of library use as well as those which introduce the major reference tools in specific disciplines.

8.
PATHFINDER ON BIBLIOGRAPHIC INSTRUCTION

SCOPE

Provides access to the literature of academic bibliographic instruction, including historical background, national guidelines, philosophy, assessing user needs, involving faculty and administration, budgeting, teaching methods, sample instructional units, model programs, evaluation and sources for updating information.

For an INTRODUCTION to bibliographic instruction consult:

Rader, Hannelore B. Library Instruction in the Seventies: State of the Art. Papers on Library Orientation for Academic Libraries held at Eastern Michigan University, May 13-14, 1976. Ann Arbor: Pierian Press, 1977.

Scrivener, J.E. "Instruction in Library Use the Persisting Problem." Australian Academic and Research Libraries 3 (June 1972): 87-119.

BIBLIOGRAPHIES on the subject include the following:

Krier, Maureen, "Bibliographic Instruction: A Checklist of the Literature, 1931-1975." RSR Reference Services Review 4(January/March, 1976): 7-31.

Rader, Hannelore B., "Library Orientation and Instruction-1973: An Annotated Review of the Literature." RSR Reference Services Review 2(January/March, 1974): 91-93. Subsequent reviews in the following issues of RSR:
3(January/March, 1975): 29-31;
4(October/December, 1976): 91-93;
5(January/March, 1977); 41-44;
6(January/March, 1978): 45-51.
7(January/March, 1979): .

BOOKS relating to bibliographic instruction may be found under the following LC subject headings:

"Library orientation" (highly relevant)
"College students - Library orientation"
"Information science - Study and teaching"
"Information services - User education"
"Libraries - Handbooks, manuals, etc."
"Libraries, University and college"
"Libraries and readers"
"Libraries and students"
"Library education"
"Searching, Bibliographical"

Significant books include the following:

A Comprehensive Program of User Education for the General Libraries, the University of Texas at Austin. Austin, Texas: University of Texas, 1977.

Knapp, Patricia. The Monteith College Library Experiment. Metuchen, NJ: Scarecrow Press, 1966.

Library Orientation Series, no. 1- Published for Eastern Michigan University Library, Ypsilanti, by Pierian Press, 1972-

Lubans, John Jr., ed. Educating the Library User. New York: Bowker, 1974.

GUIDELINES of a national scope are reported in:

American Library Association, Association of College and Research Libraries, Bibliographic Instruction Task Force. "Guidelines for Bibliographic Instruction in Academic Libraries." College and Research Libraries News 4(April, 1977): 92.
(See GUIDELINES, this Handbook).

PERIODICAL articles are plentiful, and indexed in the following. As well, many discipline subject indexes (such as Psychological Abstracts) cite useful articles which will be found under varying headings:

Library Literature. The best source for bibliographic instruction articles. Use the following headings:

"Instruction in library use" (highly relevant)
"Bibliography - Teaching"
"Library-college concept"
"Research and the library"
"Research techniques"
"Searching, bibliographical"

Education Index. The inclusion of articles on teaching methods and instruction examples supplements library-related materials. Headings:

"Libraries - Instruction in use" (highly relevant)
"Reference books - Teaching"

Depending upon emphasis, consult specific education headings such as:
"Teaching methods," etc.

Current Index to Journals in Education. More research-oriented than Education Index, CIJE assigns general headings to bibliographic instruction articles, and gives extensive coverage to educational issues. Key terms:

"Library instruction" (highly relevant)
"Library skills"

Also, consult specific education topics such as "Teaching quality, " etc.

PERIODICALS dealing with bibliographic instruction include:

Journal of Academic Librarianship. bimonthly, 1975-
P.O. Box 8330, Ann Arbor, Michigan 48107.
Richard M. Dougherty, Editor.
Kirkendall, Carolyn, ed. "Library Instruction: A Column of Opinion."

LOEX News. quarterly, 1974- Center of Educational Resources, Eastern Michigan University, Ypsilanti, Michigan 48197. Carolyn Kirkendall, Director.

Important PERIODICAL issues dealing exclusively with bibliographic instruction include the following:

"Integrating Library Instruction in the College Curriculum." Drexel Library Quarterly 7(July/October 1971).

"Library Instruction Methods, Materials, Evaluation." Drexel Library Quarterly 8(July 1972).

REPORTS and other documents may be found in:

Government Reports Announcements and Index. A bi-weekly abstracting service for government-sponsored research reports, this National Technical Information Center publication has included ERIC library-related tapes since 1975. Terms to use for access to ERIC and other bibliographic instruction reports are these:

"Library instruction" (highly relevant)
"Library guides"
"Library research"
"Library services"

Resources in Education. Access to library instruction samples, model programs, handbooks and evaluative tools, as well as to more general education documents is provided by these key terms:

"Library instruction" (highly relevant)
"Library guides"
"Library research"

Terms such as "Instructional innovation" and "Teaching methods" should be used for area of education desired.

RESOURCE and PROFESSIONAL ORGANIZATIONS for bibliographic instruction include:

Lester, Linda, William Prince and James Ward, comps. List of Library Instruction Clearinghouses, Directories and Newsletters. Cooperation Committee of the ACRL BIBLIOGRAPHIC INSTRUCTION SECTION, CHAIRED BY CAROLYN DUSENBURY. JUNE, 1978.

PROJECT LOEX. EASTERN MICHIGAN UNIVERSITY. YPSILANTI, MICHIGAN 48197. NATIONAL CLEARINGHOUSE FOR LIBRARY ORIENTATION/INSTRUCTION MATERIALS AND INFORMATION.

STATE CLEARINGHOUSES PROVIDE LIBRARY INSTRUCTION MATERIALS, NEWS AND CONTACT-PEOPLE AT THE STATE LEVEL. LOEX News regularly updates clearinghouse information.

9.
EVALUATION SHEET

EVALUATION SHEET FOR BI HANDBOOK. (Chicago, ACRL, 1979)

1. How did you use this handbook?
   ____To begin a bibliographic instruction program at my library
   ____To assist in the development of proposals to expand bibliographic instruction at my library
   ____To assist in the writing of objectives for a bibliographic instruction program
   ____To define terms and concepts that relate to bibliographic instruction
   ____To assist in the identification of the literature of bibliographic instruction
   ____To study what academic bibliographic instruction is without any specific implementation in mind
   ____To assist the evaluation of a B.I. program at my institution

2. To what extent did this handbook help you to:

	a great deal	some	little	not at all
Begin a bibliographic instruction program	----------	----	------	-------
Develop proposals to expand programs	----------	----	------	-------
Write objectives for an instruction program	----------	----	------	-------
Understand terms/concepts relating to B.I.	----------	----	------	-------
Identify the literature of B.I.	----------	----	------	-------
Study B.I. without implementation in mind	----------	----	------	-------
Evaluate a B.I. program	----------	----	------	-------

3. How do you think this handbook can be improved? (use back for additional comments)

4. Do you have any other comments regarding this handbook? (use back of sheet)

(see over)

Optional:

NAME_____ Title_____
INSTITUTION_____ ADDRESS_____
_____
_____

Please return this evaluation sheet to: Chairperson, Policy and
Planning Committee
ACRL/BIS
50 E. Huron
Chicago, ILL 60611